

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 2**

<b>Content Standard 1.0</b>	<b>Chronology: <i>Students use chronology to organize and understand the sequence and relationship of events.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Give examples of past and present events and make a prediction.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify past, present, and future events.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Confuse past, present, and future events.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Even with prompting, students continue to confuse past, present, and future events.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 3**

<b>Content Standard 1.0</b>	<b>Chronology: <i>Students use chronology to organize and understand the sequence and relationship of events.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Recount the source and content of the current event.</li> <li>Read and explain the order of events on a time line.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the source of information for a current event.</li> <li>Read a time line.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Attempt to identify a current event with prompting.</li> <li>Read a time line with teacher prompting.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Even with prompting, unable to identify a current event.</li> <li>Unable to accurately read a time line.</li> </ul>

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**History**  
**Grade 5**

<b>Content Standard 1.0</b>	<b>Chronology: <i>Students use chronology to organize and understand the sequence and relationship of events.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Evaluate how different sources describe a current event.</li> <li>Record and annotate events on a graphic organizer, such as a calendar or a time line.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify current events from multiple sources.</li> <li>Record events on a graphic organizer, such as a calendar or time line.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Distinguish between sources, but unable to describe differences in presentation.</li> <li>Confuses chronological order when recording events on a graphic organizer, such as a time line or calendar.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to identify multiple sources of current events.</li> <li>Unable to put events in chronological order on a graphic organizer, such as a time line or calendar.</li> </ul>

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**History**  
**Grade 8**

<b>Content Standard 1.0</b>	<b>Chronology: <i>Students use chronology to organize and understand the sequence and relationship of events.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain multiple viewpoints of current events.</li> <li>• Accurately create and annotate a single tiered time line.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe how a current event is presented by multiple sources.</li> <li>• Create a tiered time line.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Occasionally able to recognize multiple sources of a current events.</li> <li>• Create a single tiered timeline, with inaccuracies.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to recognize multiple viewpoints.</li> <li>• Unable to create an accurate single tiered timeline.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 12**

<b>Content Standard 1.0</b>	<b>Chronology: <i>Students use chronology to organize and understand the sequence and relationship of events.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Analyze a current event. Develop and defend a position.</li> <li>• Analyze the relationship between events in a tiered time line.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Analyze and develop a position on a current event.</li> <li>• Explain the sequence and relationship of events on a tiered time line.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• When taking a position, demonstrate a limited understanding of the current event.</li> <li>• Identify a tiered time line, but has difficulty interpreting.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Develop an unsubstantiated position or one unrelated to the current event.</li> <li>• Display limited understanding of a tiered time line.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 3**

<b>Content Standard 2.0</b>	<b>History Skills:</b> <i>Students will use social studies vocabulary and concepts to engage in inquiry, research, social studies analysis, and decision-making skills.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Ask a question relating to the historical topic, which shows the need for a complex answer.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Ask history-related questions.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>With prompting, can ask history-related questions.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to ask a history-related question.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 5**

<b>Content Standard 2.0</b>	<b>History Skills:</b> <i>Students will use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Develop insightful historical questions and use multiple and appropriate resources.</li> <li>Systematically organize ideas and restate facts and details of historical information from a variety of resources.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Ask historical questions and identify resources to use in research.</li> <li>Organize historical information from a variety of sources.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Ask historical questions that lack insight about the topic.</li> <li>Select historical information that may be unfocused, insufficient, or from a limited number of sources.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to ask a historical question.</li> <li>Provide historical information that may be extraneous, insufficient, or may not answer the question.</li> </ul>

**Social Studies Performance Level Descriptors**

**History**

**Grade 8**

<b>Content Standard 2.0</b>	<b>History Skills:</b> <i>Students will use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Summarize the significance of historical questions which examine multiple viewpoints.</li> <li>• Compare and contrast multiple sources of historical information based on credibility, reliability, bias, cultural context, and time period.</li> <li>• Interpret and apply historical information found in charts, diagrams, graphs, maps, photographs, political cartoons, and tables.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Frame historical questions which examine multiple viewpoints.</li> <li>• Evaluate sources of historical information based on credibility, reliability, bias, cultural context and time period.</li> <li>• Read and use historical information, including charts, diagrams, graphs, maps, photographs, political cartoons, and tables.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Frame historical questions which examine a single point of view.</li> <li>• Identify some sources of historical information based on credibility, reliability, bias, cultural context, and time period.</li> <li>• Inaccurately apply historical information from charts, diagrams, graphs, maps, photographs, political cartoons, and tables.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to frame historical questions that examine a single point of view.</li> <li>• Unable to evaluate sources of historical information based on credibility, reliability, bias, cultural context, and time period.</li> <li>• Unable to coherently apply historical information from charts, diagrams, graphs, maps, photographs, political cartoons, and tables.</li> </ul>

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**History**  
**Grade 12**

<b>Content Standard 2.0</b>	<b>History Skills:</b> <i>Students will use social studies vocabulary and concepts to engage in inquiry, in research, in social studies analysis, and in decision-making.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare and contrast historical questions from multiple viewpoints.</li> <li>• Provide multiple examples that demonstrate the integration, analysis, and organization of historical information from a variety of sources.</li> <li>• Synthesize a variety of historical information obtained through use of charts, diagrams, tables, graphs, maps, political cartoons, and photographs.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Frame and evaluate historical questions from multiple viewpoints.</li> <li>• Integrate, analyze, and organize historical information from a variety of sources.</li> <li>• Research, analyze and interpret historical content from informational tools, including charts, diagrams, tables, graphs, maps, political cartoons, and photographs.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Frame and evaluate historical questions from a single point of view.</li> <li>• Organize historical information from a single source.</li> <li>• Research using historical informational tools, including charts, diagrams, tables, graphs, maps, political cartoons, and photographs.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Frame but are unable to evaluate historical questions from a single point of view.</li> <li>• Unable to organize historical information.</li> <li>• Draw erroneous conclusions from charts, diagrams, tables, graphs, maps, political cartoons, and photographs.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 5**

<b>Content Standard 3.0</b>	<b>Prehistory to 400 CE: <i>Students understand the development of human societies, civilizations, and empires through 400 CE.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide details and give examples of hunter-gatherers.</li> <li>• Describe the characteristics of Nevada's Desert Archaic people.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define hunter-gatherer.</li> <li>• Locate Nevada's earliest Native American inhabitants known as the Desert Archaic people.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define hunter-gatherer, but missing major characteristics.</li> <li>• Locate some of Nevada's Desert Archaic people.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Recall few facts about hunters or gatherers.</li> <li>• Confuse Nevada's Desert Archaic people.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 8**

<b>Content Standard 3.0</b>	<b>Prehistory to 400 CE: <i>Students understand the development of human societies, civilizations, and empires through 400 CE.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe in detail and give examples of the characteristics and environment of a hunter-gatherer culture.</li> <li>• Compare and contrast significant characteristics of early agricultural societies, including farming and domestication of animals.</li> <li>• Locate and describe the ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Explain and provide examples of ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Describe Nevada's Desert Archaic people and culture.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the characteristics and environments of a hunter-gatherer culture.</li> <li>• Identify significant characteristics of early agricultural societies, including farming and domestication of animals.</li> <li>• Locate ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Describe achievements made by ancient and classical civilizations, including the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Describe the lifestyles of Nevada's Desert Archaic people.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• List limited characteristics and environment of a hunter-gatherer culture.</li> <li>• Identify only obvious characteristics of early agricultural societies, including farming and domestication of animals.</li> <li>• Locate some but not all ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Have limited description of achievements made by some ancient and classical civilizations, such as the Americas, China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Identify some of the lifestyles of Nevada's Desert Archaic people.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Confuse characteristics and environment of a hunter-gatherer culture.</li> <li>• Confuse characteristics of early agricultural societies.</li> <li>• Confuse the location of ancient and classical civilizations in time and place, including China, Egypt, Greece, India, Mesopotamia, and Rome.</li> <li>• Fail to describe the achievements of ancient and classical civilizations.</li> <li>• Unable to identify any aspect of Nevada's Desert Archaic people.</li> </ul>

# **Social Studies Performance Level Descriptors**

## **History Grade 12**

<b>Content Standard 3.0</b> <i>Prehistory to 400 CE: Students understand the development of human societies, civilizations, and empires through 400 CE.</i>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Compare and contrast with accuracy the characteristics of preagricultural societies.</li> <li>• Analyze technological innovations of early agricultural societies, including the development of agriculture, domestication of animals, and development of permanent communities.</li> <li>• Draw inferences on how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.</li> <li>• Cite and analyze the unique political, economic, religious, social, technological, and cultural contribution of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify and describe the characteristics of preagricultural societies.</li> <li>• Describe technological innovations of early agricultural societies, including the development of agriculture, domestication of animals, and development of permanent communities.</li> <li>• Explain and demonstrate how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.</li> <li>• Describe the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify but inaccurately describe the characteristics of preagricultural societies.</li> <li>• Identify technological innovations of early agricultural societies, such as the development of agriculture, domestication of animals, and development of permanent communities.</li> <li>• Display limited knowledge of how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.</li> <li>• Share information that describes the unique political, economic, religious, social, technological, and cultural contributions of ancient and classical civilizations, including Africa, the Americas, China, Greece, Hebrew kingdoms, India, Mesopotamia, Phoenicia, and Rome.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to describe characteristics the of preagricultural societies.</li> <li>• Display limited understanding of technological innovations of early agricultural societies, such as the development of agriculture, domestication of animals, and development of permanent communities.</li> <li>• Fail to demonstrate any understanding of how geography influenced the political, social, and economic growth of ancient classical civilizations, including Africa, China, Greece, India, Mesopotamia, and Rome.</li> <li>• Give descriptions of ancient and classical civilizations that are incomplete and/or erroneous, such as Africa, the Americas, China, Greece, India, Mesopotamia, and Rome.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 5**

<b>Content Standard 4.0</b>	<b>1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Provide detailed examples of the Vikings' exploration of North America.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify explorations of the Vikings in North America.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the Viking presence in North America but confuse or are unable to accurately describe their explorations.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the Viking presence in North America.</li> </ul>

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**History**  
**Grade 8**

<b>Content Standard 4.0</b>	<b>1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>List specific examples of Viking exploration in North America.</li> <li>Compare, with detailed examples, contributions of the Mayan, Aztec, and Incan civilizations.</li> <li>Compare the characteristics of western and eastern religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>Describe, with examples, some political and economic characteristics of European feudalism.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the Viking exploration of North America.</li> <li>Describe contributions of and locate the Mayan, Aztec, and Incan civilizations.</li> <li>Describe the origin, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>Identify the characteristics of European feudalism.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Able to describe, with limited recall, the Viking exploration of North America.</li> <li>Locate, but inaccurately describe, contributions of the Mayan, Aztec, and Incan civilizations.</li> <li>Locate the origins of the western and eastern religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>Identify some characteristics of European feudalism.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Aware of the Viking exploration of North America, but unable to provide specific examples.</li> <li>Unable to locate and/or describe contributions of the Mayan, Aztec, and Incan civilizations.</li> <li>Confuse the origins of western and eastern religions, such as Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>Confuse characteristics of European feudalism.</li> </ul>



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**History  
Grade 12**

<b>Content Standard 4.0</b>	<b>1 CE to 1400: Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain and interpret the relationship between civilizations in terms of geography, social structure, religion, political systems and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.</li> <li>• Explain and interpret the relationship of the Mayan, Aztec and Incan civilizations including geography, social structure, religion, political systems, and contributions.</li> <li>• Explain and interpret the origins, traditions, customs, and spread of western and eastern world religions, including, but not limited to, Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>• Draw inferences of characteristics and effects of European feudalism.</li> <li>• Trace the rise of commercial trading centers and their effects on social, political, and economic institutions.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Locate and describe civilizations in terms of geography, social structure, religion, political systems and contributions, including African, Byzantine, Chinese, Indian, Japanese, and Scandinavian.</li> <li>• Describe the characteristics of the Mayan, Aztec and Incan civilizations including geography, social structure, religion, political systems, and contributions.</li> <li>• Describe the origins, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>• Describe the characteristics of European feudalism.</li> <li>• Describe the rise of commercial trading centers and their effects on social, political and economic institutions.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Locate but are unable to accurately describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese and Scandinavian.</li> <li>• Locate but are unable to accurately describe the Mayan, Aztec and Incan civilizations including geography, social structure, religion, political systems, and contributions.</li> <li>• Locate but are unable to accurately describe the origins, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>• Distinguish between characteristics of European feudalism.</li> <li>• Describe the rise of commercial trading centers.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to locate or describe civilizations in terms of geography, social structure, religion, political systems, and contributions, including African, Byzantine, Chinese, Indian, Japanese and Scandinavian.</li> <li>• Unable to locate or describe the Mayan, Aztec and Incan civilizations including geography, social structure, religion, political systems, and contributions.</li> <li>• Unable to locate or describe the origins, traditions, customs, and spread of western and eastern world religions, including Buddhism, Christianity, Hinduism, Islam, and Judaism.</li> <li>• Identify characteristics of European feudalism.</li> <li>• Inaccurately describe the rise of commercial trading centers.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 2**

<b>Content Standard 5.0</b>	<b>1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify Columbus Day and explain why it is celebrated.</li> <li>Give examples of how the first United States Thanksgiving Day was celebrated.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Tell why Columbus Day is celebrated.</li> <li>Tell why Thanksgiving Day is celebrated.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Tell, with inaccuracies, why Columbus Day is celebrated.</li> <li>Tell, with inaccuracies, why Thanksgiving Day is celebrated.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Confuses Columbus Day with other holidays.</li> <li>Confuses Thanksgiving Day with other holidays.</li> </ul>

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**Grade 3**

<b>Content Standard 5.0</b>	<b>1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe characteristics of Native North American life prior to European contact, such as food, clothing, and shelter.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify Native North American life prior to European contact, such as food, clothing, and shelter.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify a few characteristics of Native North American life prior to European contact, such as food, clothing, and shelter.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Confuse characteristics of Native North American life prior to European contact, such as food, clothing, and shelter.</li> </ul>

**Social Studies Performance Level Descriptors**  
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**Grade 5**

<b>Content Standard 5.0</b> <i><b>1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.</b></i>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe characteristics of Nevada’s Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.</li> <li>Compare and contrast the characteristics of Native North American life prior to European contact including communication, food, clothing, shelter, transportation, family, and tools.</li> <li>Trace and describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.</li> <li>Provide multiple examples illustrating relationships among Native Americans, Europeans, and Africans.</li> <li>Recognize and provide examples of regional differences in colonial life in North America.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify Nevada’s Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.</li> <li>Describe Native North American life prior to European contact such as communication, food, clothing, shelter, transportation, family, and tools.</li> <li>Describe expeditions of early explorers, including Christopher Columbus and Ferdinand Magellan.</li> <li>Describe relationships among Native Americans, Europeans, and Africans.</li> <li>Describe colonial life in North America.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify some of Nevada’s Native American cultures, such as Northern Paiute, Southern Paiute, Washoe, and Western Shoshone.</li> <li>Describe some, but not all, characteristics of native North American life prior to European contact, such as communication, food, clothing, shelter, transportation, family, and tools.</li> <li>Confuse explorers and their respective expeditions, such as Christopher Columbus and Ferdinand Magellan.</li> <li>Identify that there are relationships among Native Americans, Europeans, and Africans, but unable to describe.</li> <li>Identify some characteristics of colonial life in North American.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Confuses Nevada’s Native American cultures.</li> <li>Inconsistently describe some characteristics of native North American life prior to European contact, such as communication, food, clothing, shelter, transportation, family, and tools.</li> <li>Identify early explorers, such as Christopher Columbus and Ferdinand Magellan.</li> <li>Unable to identify the relationships among Native Americans, Europeans, and Africans.</li> <li>Confuse characteristics of colonial life in North America.</li> </ul>

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**Grade 8**

<b>Content Standard 5.0</b>	<b>1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide detailed examples of how the Renaissance influenced science, transportation, government, and fine arts.</li> <li>• Compare and contrast the lifestyles of Native Americans with that of the colonists, including housing, food, clothing, weapons, and transportation.</li> <li>• Compare Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.</li> <li>• Compare and contrast the Native North American cultural regions in the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Sub-Arctic.</li> <li>• Critique motivations for European explorations, including all-water routes to Asia, conquest, trade, and religion..</li> <li>• Compare relationships among Native Americans, Europeans, and Africans.</li> <li>• Compare why colonies were established by European nations in the Americas and how these colonies were governed.</li> <li>• Compare how lifestyles differed in the New England, Middle, and Southern colonies.</li> <li>• Explain the relationship between trade routes and the effects of slavery on commerce in Africa.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define the Renaissance in terms of science and fine arts.</li> <li>• Describe the lifestyles of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.</li> <li>• Describe Native North American cultural regions such as the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Sub-Arctic.</li> <li>• Describe motivations for Scandinavian and European explorations, including all-water routes to Asia, trade, and religion.</li> <li>• Explain interactions among Native Americans, Europeans, and Africans.</li> <li>• Compare the lifestyles of Native Americans with those of the colonists.</li> <li>• Explain why and where colonies were established in the Americas by European nations and how those colonies were governed.</li> <li>• Describe lifestyles in the New England, Middle, and Southern colonies.</li> <li>• Describe the African slave trade.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define the Renaissance, but have limited understanding of how it influenced science and fine arts.</li> <li>• Identify obvious characteristics and/or some locations of Nevada's Native American cultures, including Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.</li> <li>• Identify some of the Native North American cultural regions, such as the Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Sub-Arctic.</li> <li>• Give incomplete description of reasons for European explorations.</li> <li>• Confuse relationships among Native Americans, Europeans, and Africans.</li> <li>• Describe, with inaccuracies, the lifestyles of Native Americans and colonists.</li> <li>• Explain why most, but not all, colonies were established by European nations in the Americas, and how some colonies were governed.</li> <li>• Describe some, but not all, lifestyle characteristics in the New England, Middle, and Southern colonies.</li> <li>• Describe the African slave trade with errors.</li> </ul>

<p><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Has difficulty defining the Renaissance influence on science, transportation, government, and fine arts.</li> <li>• Identify only a few of Nevada’s Native American cultures, such as Northern Paiute, Southern Paiute, Washoe, and the Western Shoshone.</li> <li>• Can identify some but not all of Native North American cultural regions, such as Northwest, Southwest, Southeast, Northeast, California, Plains, Great Basin, Plateau, and Arctic and Sub-Arctic.</li> <li>• Unable to explain why Europeans wanted to explore.</li> <li>• Unable to define relationships among the Native Americans, Europeans, and Africans.</li> <li>• Confuse the lifestyles of Native Americans and colonists.</li> <li>• Identify some colonies but unable to accurately explain why they were established by European nations in the Americas.</li> <li>• Confuse lifestyle characteristics in New England, Middle, and Southern colonies.</li> <li>• Unable to describe the African slave trade.</li> </ul>
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**Social Studies Performance Level Descriptors**  
**History**  
**Grade 12**

<b>Content Standard 5.0</b>	<b>1200 to 1750: Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Clarify and connect the impact of technological and artistic development of the Renaissance.</li> <li>• Compare and contrast the development of European hereditary monarchies and their effect on centralized government, commerce and trade, and religion.</li> <li>• Critically analyze, using specific examples, the causes of the Reformation, and its effect on Europe and the Americas.</li> <li>• Explain the influence of the Enlightenment on the Western world including science, fine arts, literature, government, and philosophy.</li> <li>• Compare and contrast, using significant detail, common elements of Native North American societies, including family organization, traditions, communications, housing, economic systems, political structures, and social systems.</li> <li>• Using in-depth analysis, critically discuss the roles of nationalism, economics, and religious rivalries in the Age of Exploration.</li> <li>• Analyze, using detailed significant examples, the interactions among Native Americans, Europeans, Africans.</li> <li>• Analyze, using detailed significant examples, how the interrelationships of Native Americans, Africans, and Europeans, and their descendents resulted in unique American economic, political, and social institutions.</li> <li>• Systematically organize ideas, facts, and details describing how European colonial communities in North America were similar and different, in terms of politics, religion, language, economics, and social customs.</li> <li>• Compare and contrast the social, political, and economic institutions in the North American colonies.</li> <li>• Provide detailed significant examples of the impact of world commerce on cultural, social political, and economic situations in Africa, including the impact of the slave trade.</li> <li>• Provide detailed significant examples of the contributions, and social, political, and economic characteristics of the African, Chinese, Indian, and Japanese civilizations.</li> <li>• Provide detailed, significant examples of the social, political, and economic institutions created by the spread of Islam, including its role as a link between Africa, Europe, and Asia.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Examine the impact of technological, mathematical, and artistic developments of the Renaissance.</li> <li>• Explain the development of European hereditary monarchies and their effects on centralized government, commerce and trade, and religion.</li> <li>• Explain the causes of the Reformation and its effects in Europe and the Americas.</li> <li>• Identify the influence of the Enlightenment on the Western world including science, fine arts, literature, government, and philosophy.</li> <li>• Compare common elements of Native North American societies, including traditions, communication, housing, economic systems, political systems, and social systems.</li> <li>• Explain the roles of nationalism, economics, and religious rivalries in the Age of Exploration.</li> <li>• Analyze interactions among Native Americans, Europeans, Africans.</li> <li>• Analyze how the interrelationships of Native Americans, Africans, Europeans and their descendents resulted in unique American economic, political, and social institutions.</li> <li>• Describe the similarities and differences of European colonial communities in North America in terms of politics, religion, language, economics, and social customs.</li> <li>• Compare and contrast life in the New England, Middle, and Southern colonies.</li> <li>• Explain the impact of world commerce, including the African slave trade on Europe, Africa, and the Americas.</li> <li>• Describe the contributions and social, political, and economic characteristics of the African, Chinese, Indian, and Japanese civilizations.</li> <li>• Describe how the Islamic empires were a link between Africa, Europe, and Asia.</li> </ul>

<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Share information on the impact of mathematical, technological and artistic development of the Renaissance.</li> <li>• Define hereditary monarchies and display minimal knowledge of their effect on centralized commerce and trade, government, and religion.</li> <li>• Give incomplete explanation of the causes of the Reformation and its effect on Europe and the Americas.</li> <li>• Identify most, but not all, of the influences of the Enlightenment on the Western world including science, art, government, and philosophy.</li> <li>• Explain and compare most, but not all, of the common elements of Native North American societies, including traditions, communication, housing, economic systems, political systems, and social systems.</li> <li>• Identify, with some errors, the role of nationalism, economics, and religious rivalries in the Age of Exploration.</li> <li>• Describe interactions among Native Americans, Europeans, and Africans.</li> <li>• Explain how the interrelationships of Native Americans, Africans, Europeans and their descendents resulted in unique American economic, political, and social institutions.</li> <li>• Describe with limited detail how European colonial communities in North America were similar and different in terms of politics, religion, language, economics, and social customs.</li> <li>• Describe New England, Middle, and Southern colonies.</li> <li>• Identify, with some errors, the impact of commerce, including the slave trade.</li> <li>• Identify, with some errors, the social, political, and economic characteristics and contributions of Chinese, Indian, and Japanese civilizations.</li> <li>• Identify the links between Islam and Africa, Europe, and Asia.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Renaissance, but are unable to list any mathematical, technological, or artistic developments of the Renaissance.</li> <li>• Define hereditary monarchy, but cannot make connections to effects on centralized government, religion, commerce and trade, industry, and class structure.</li> <li>• Confuse the causes of the Reformation and its effect on Europe and the Americas.</li> <li>• Identify some, but not all, of the influences of the Enlightenment on the Western world including science, art, government, and philosophy.</li> <li>• Identify some common elements of Native North American societies, including family organization, religion and values, housing, economic systems, political systems, and social systems.</li> <li>• Inadequately describe the role of nationalism, economics, and religious rivalries in the age of exploration.</li> <li>• Identify some interactions among Native Americans, Europeans, and Africans but unable to describe them.</li> <li>• Unable to explain how the interrelationships of Native Americans, Africans, Europeans and their descendants resulted in a unique American institutions.</li> <li>• Identify European colonial communities in North America.</li> <li>• Locate but unable to describe New England, Middle, and Southern colonies.</li> <li>• Identify world commerce and the slave trade, but unable to show a relationship.</li> <li>• Identify with limited success the social, political, and economic characteristics of Chinese, Indian, and Japanese civilizations.</li> <li>• Identify, with limited success, the influence of Islam.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 2**

<b>Content Standard 6.0</b>	<b>1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain that July 4 was the day the Declaration of Independence was signed.</li> <li>• Explain that Presidents' Day honors past and present Presidents.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Tell why the Fourth of July is celebrated.</li> <li>• Tell why Presidents' Day is celebrated.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Fourth of July as a holiday.</li> <li>• Identify Presidents' Day as a holiday.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unaware the Fourth of July is a holiday.</li> <li>• Unaware that Presidents' Day is a holiday.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 3**

<b>Content Standard 6.0</b>	<b>1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the significance of the Declaration of Independence.</li> <li>• Describe the significance of patriotic symbols, including the eagle, the flag, the Liberty Bell, and the Statue of Liberty.</li> <li>• Describe the significance of <i>The Star Spangled Banner</i>.</li> <li>• Describe, with examples, the life and hardships of the pioneers.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Declaration of Independence.</li> <li>• Identify patriotic symbols, including the eagle, the flag, and the Liberty Bell.</li> <li>• Identify <i>The Star Spangled Banner</i> as the National Anthem.</li> <li>• Describe the life of pioneers.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Declaration of Independence but confuses its importance.</li> <li>• Demonstrate limited recall of patriotic symbols.</li> <li>• Identify <i>The Star Spangled Banner</i> but does not know why it is important.</li> <li>• Identify some characteristics of pioneer life.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to identify the Declaration of Independence.</li> <li>• Unable to accurately identify the patriotic symbols of the United States.</li> <li>• Unable to identify <i>The Star Spangled Banner</i>.</li> <li>• Unable to provide a description of pioneer life.</li> </ul>



**Social Studies Performance Level Descriptors**

**History**

**Grade 5**

<b>Content Standard 6.0</b>	<b>1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the importance and significance of the Declaration of Independence to the birth of our country and identify its authors.</li> <li>• Explain the significant contributions of several key people in the American Revolution, including George Washington and Benjamin Franklin.</li> <li>• Explain in detail facts about the War of 1812 and how it relates to the national anthem.</li> <li>• Cite specific examples of hardships experienced by the pioneers along the Oregon and California Trails, such as the rate of illness and death, lack of food, and conflicts.</li> <li>• Accurately describe, using examples, how explorers and settlers contributed to the development of Nevada, including Kit Carson and John C. Fremont.</li> <li>• Describe the role of Generals Lee and Grant on the final outcome of the United States Civil War.</li> <li>• Describe the significance of when and why the symbols, mottos, and slogans of Nevada, including “Battle Born,” the state seal, Silver State, and the state flag, were created.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the events that led to the Declaration of Independence.</li> <li>• Identify key people of the American Revolution, including George Washington and Benjamin Franklin.</li> <li>• Describe the relationship between the War of 1812 and the national anthem.</li> <li>• Describe the experiences of pioneers moving west, including the Oregon and California trails and the Donner Party.</li> <li>• Identify explorers and settlers in preterritorial Nevada, including Kit Carson and John C. Fremont.</li> <li>• Identify the Civil War and final outcome, including the Union and Confederacy, and Generals Grant and Lee.</li> <li>• Explain the symbols, mottos, and slogans related to Nevada, including “Battle Born,” the state seal, Silver State, and the state flag.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Declaration of Independence as an important document.</li> <li>• Confuse key people of the American Revolution, such as George Washington and Benjamin Franklin.</li> <li>• Confuse the relationship between the War of 1812 and the national anthem.</li> <li>• Cite experiences of the pioneers, but cannot identify and locate the trails or the pioneer parties.</li> <li>• Identify some explorers and settlers and their contributions.</li> <li>• Recall some facts concerning the United States Civil War, but cannot distinguish between the Union and the Confederacy.</li> <li>• Identify most, but not all, of the slogans, symbols, and mottos related to Nevada.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to provide any information concerning the Declaration of Independence.</li> <li>• Identify George Washington as the first president.</li> <li>• Unable to identify the connection between the national anthem and the War of 1812.</li> <li>• Unable to provide any description of westward pioneer movement.</li> <li>• Confuse early explorers and settlers.</li> <li>• Unable to identify the final outcome of the United States Civil War.</li> <li>• Confuse and omit many of the slogans, symbols, and mottos related to Nevada.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 8**

<b>Content Standard 6.0</b>	<b><i>1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Summarize the changes in life as a result of the major inventions of the Industrial Revolution, including the steam engine and textile machines.</li> <li>• Provide multiple examples of, and trace the effects of, laws and taxes enacted by the British on the American colonies, including the Stamp Act, Intolerable Acts, and the Quartering Act.</li> <li>• Provide detailed, significant examples of the ideas of the Declaration of Independence, including equality, the right to change government, and life, liberty, and the pursuit of happiness.</li> <li>• Identify the cause and effect connections between key people and events of the American Revolution, including King George III, George Washington, Battle of Saratoga, Valley Forge, and Lexington and Concord.</li> <li>• Describe why the Articles of Confederation were necessary.</li> <li>• Describe the events that led to the development of the Constitution and explain how they impacted the formation of the United States government.</li> <li>• Describe the debate over the ratification of the Constitution and explain why the Bill of Rights was added to the Constitution.</li> <li>• Provide detailed and significant examples of capitalism and free market economies.</li> <li>• Explain how the establishment of presidential precedents during Washington's administration, the development of political parties, and the power of the Supreme Court affected the early development of the United States.</li> <li>• Describe how the following are significant in creating a national identity: the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, nativism, and the telegraph.</li> <li>• Summarize the contribution of key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Sojourner Truth, the Seneca Falls Declaration, and Horace Mann.</li> <li>• Provide examples that explain how individual poets, writers, linguists, and musicians contributed to the development of an emerging United States culture.</li> <li>• Describe how the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, the Trail of Tears, the Battle of the Alamo, the Treaty of Guadalupe Hidalgo, the Oregon, California, Central Overland, Spanish, Santa Fe, and Mormon Trails, the Donner Party, and the California Gold Rush are examples of the motivations behind Manifest Destiny.</li> <li>• Describe the significance of the contributions of explorers and settlers in preterritorial Nevada, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.</li> <li>• Compare Mormon influence on the political and economic development in different areas of preterritorial Nevada.</li> <li>• Describe connections between key people and significant events of the abolition movement, including Frederick Douglass, Harriet Tubman, the Underground Railroad, and Sojourner Truth.</li> <li>• Summarize the connections and the significance of the causes, key people, events, and outcome of the Civil War, including States' rights and slavery, President Lincoln, the Emancipation Proclamation, the battles of Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.</li> <li>• Describe the events that influenced Nevada's entrance into the Union, including the Comstock Lode and the election of 1864.</li> </ul>

<p><b>MEETS STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Describe major inventions of the Industrial Revolution, including the steam engine and textile machines.</li> <li>• Describe the effects of laws and taxes enacted by the British on the American colonies, including the Stamp Act, Intolerable Acts, and the Quartering Act.</li> <li>• Explain the major ideas expressed in the Declaration of Independence, including equality, the right to change government, and life, liberty, and the pursuit of happiness.</li> <li>• Describe key people and events of the American Revolution, including King George III, George Washington, Battle of Saratoga, Valley Forge, and Lexington and Concord.</li> <li>• Identify the Articles of Confederation.</li> <li>• Explain why the Constitution was written.</li> <li>• Identify the principles of the Bill of Rights.</li> <li>• Define capitalism and free market economy.</li> <li>• Describe the early development of the United States government, including Washington's cabinet, <i>Marbury v. Madison</i>, and political parties.</li> <li>• Describe the contributing factors in the development of a national identity, such as: the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration, nativism, and the telegraph.</li> <li>• Identify key people and events in the social reform movements of antebellum United States, including Dorothea Dix, Sojourner Truth, the Seneca Falls Declaration, and Horace Mann.</li> <li>• Recognize the development of an emerging United States culture, including contributions from literature, music, poetry, and language development.</li> <li>• Describe Manifest Destiny and the expansion of the United States, including Lewis and Clark and the Louisiana Purchase, the Trail of Tears, the Battle of the Alamo, the Treaty of Guadalupe Hidalgo, the Oregon, California, Central Overland, Spanish, Santa Fe, and Mormon Trails, the Donner Party, and the California Gold Rush.</li> <li>• Describe the contributions of the explorers and settlers in preterritorial Nevada and their influences on the future, including Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.</li> <li>• Describe the Mormon influence on the political and economic development of preterritorial Nevada.</li> <li>• Define abolition and identify key people and events of the movement, including Frederick Douglass, Harriet Tubman, the Underground Railroad, and Sojourner Truth.</li> <li>• Identify the causes, key people, and events, and outcome of the Civil War, including states' rights and slavery, President Lincoln, the Emancipation Proclamation, the battles of Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.</li> <li>• Explain the significant events that led to Nevada statehood, including the Comstock Lode and the election of 1864.</li> </ul>
<p><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify some inventions from the Industrial Revolution.</li> <li>• Describe some of the effects of laws and taxes enacted by the British on the American colonies, such as: Stamp Act, Intolerable Acts, and the Quartering Act.</li> <li>• Explain some of the major ideas expressed in the Declaration of Independence, such as: equality, the right to change government, and life, liberty, and the pursuit of happiness.</li> <li>• Describe some key people and events of the American Revolution, such as: King George III, George Washington, Battle of Saratoga, Valley Forge, and Lexington and Concord.</li> <li>• Identify some of the ideas in the Articles of Confederation as an important document but unable to say why.</li> <li>• Demonstrate limited understanding of why the Constitution was written.</li> <li>• Identify some principles of the Bill of Rights.</li> <li>• Unable to accurately define both capitalism and free market economy.</li> <li>• Describe some areas of the early development of the United States government.</li> <li>• Describe how some of the following created a national identity: the cotton gin, the factory system, the War of 1812, the Erie Canal, railroads, the Monroe Doctrine, immigration and nativism, and the telegraph.</li> <li>• Identify some key people and events in the social reform movement of antebellum United States, such as: Dorothea Dix, Sojourner Truth, the Seneca Falls Declaration, and Horace Mann.</li> <li>• Identify some contributors to the development of an emerging United States culture, such as</li> </ul>

	<p>contributions from literature, music, poetry, and language development.</p> <ul style="list-style-type: none"> <li>• Identify some elements of the expansion of the United States, such as Lewis and Clark and the Louisiana Purchase, the Trail of Tears, the Battle of the Alamo, the Treaty of Guadalupe Hidalgo, the Oregon, California, Central Overland, Spanish, Santa Fe, and Mormon Trails, the Donner Party, and the California Gold Rush.</li> <li>• Identify some contributions of the explorers and settlers in preterritorial Nevada, such as Kit Carson, John C. Fremont, James Beckwourth, Peter Skene Ogden, Joseph Walker, and Jedediah Smith.</li> <li>• Provide some descriptions of Mormon influence on preterritorial Nevada.</li> <li>• Define abolition and identify some key people and events, such as: Frederick Douglass, Harriet Tubman, the Underground Railroad, and Sojourner Truth.</li> <li>• Identify some causes, key people, and events of the Civil War, such as: states' rights and slavery, President Lincoln, the Emancipation Proclamation, the battles of Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.</li> <li>• Identify why Nevada was admitted to the Union.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Confuse inventions and their use.</li> <li>• Confuse the different laws and taxes enacted by the British on the American colonies.</li> <li>• Unable to identify the basic concepts expressed in the Declaration of Independence.</li> <li>• Confuse key people and events of the American Revolution.</li> <li>• Unable to identify the Articles of Confederation as an important document.</li> <li>• Unable to provide a reason for why the Constitution was written.</li> <li>• Confuse the principles of the Bill of Rights.</li> <li>• Unable to define either capitalism or free market economy.</li> <li>• Demonstrate limited understanding of the early development of the United States government.</li> <li>• Demonstrate limited understanding of the development of a national identity.</li> <li>• Confuse key people and events in the social reform movement of antebellum United States.</li> <li>• Fail to demonstrate an understanding of an emerging United States culture.</li> <li>• Unable to provide a coherent description of United States expansion.</li> <li>• Confuse contributions of the explorers and settlers in preterritorial Nevada.</li> <li>• Unable to provide descriptions of Mormon influence on preterritorial Nevada.</li> <li>• Define abolition, but confuse key people and events.</li> <li>• Confuse causes, key people, and events of the Civil War.</li> <li>• Even with prompting, unable to identify why Nevada was admitted to the Union.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 12**

<b>Content Standard 6.0</b>	<b>1700-1865: Students understand the people, events, ideas, and conflicts that led to the creation and growth of a distinctive culture.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide detailed and significant examples of the causes and results of the Industrial Revolution.</li> <li>• Provide a detailed description of European and American conflicts, including the political and diplomatic issues and their impact on the French and Indian War.</li> <li>• Explain the interrelationship of the political and economic causes and effects of the American Revolution.</li> <li>• Compare the ideas of John Locke, Thomas Paine, and Thomas Jefferson and how they influenced the American Revolution.</li> <li>• Explain the importance of the events, major campaigns, and results of the American Revolution, including contributions of African Americans and Native Americans.</li> <li>• Explain how the main political and economic issues of the Confederation period, including war debts, western land, trade, and taxation, resulted in the need for the Constitutional Convention.</li> <li>• Describe the development of the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.</li> <li>• Explain, with examples, the ramifications of the Bill of Rights, <i>The Federalist Papers</i>, and the ideas of the Anti-Federalists, the personalities involved, and how these factors affected the ratification of the Constitution.</li> <li>• Explain, with specific examples, how the American Revolution impacted Europe and the Americas.</li> <li>• Compare and contrast the influence of Napoleon, Metternich, Marx, and the Congress of Vienna on European politics.</li> <li>• Describe how Beethoven, Byron, and Dickens are representative of their artistic period and style.</li> <li>• Describe, providing specific examples, the rise of national economies, the emergence of capitalism and the free market system.</li> <li>• Explain how the precedents set by George Washington's administration, the Marshall Court, the extension of suffrage, judicial review, and the creation of the two political parties led to the development of United States political institutions.</li> <li>• Explain, by using specific examples, how interchangeable parts and the factory system, trade, issues with Great Britain, the War of 1812, transportation systems, the Monroe Doctrine, and immigration influenced the development of United States foreign policy and a national economic identity.</li> <li>• Explain, in detail, how education, prison, and mental health reform, religious revival, the Utopian movement, and women's rights affected the development of United States social institutions before the Civil War.</li> <li>• Describe, in significant detail, how the contributions of individuals in language, literature, and the fine arts led to the development of an emerging United States culture, including Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, and the Hudson River School of Art.</li> <li>• Explain, in detail, the relationship between Manifest Destiny and the specific events related to the expansion of the United States, including the Louisiana Purchase, the removal of the Eastern tribes, the Oregon and California trails, the Mexican War and subsequent acquisitions, the California Gold Rush, and the Homestead Act.</li> <li>• Describe the abolitionist movement, and describe the relationship of Nat Turner, John Brown, Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe to the movement.</li> <li>• Describe, using significant details, the cause and effect relationships, key personalities, events, and the outcome of the United States Civil War including states' rights and slavery, the election of 1860, Frederick Douglass, African American troops, President Lincoln, the Emancipation Proclamation, Antietam, Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Explain the causes and results of the Industrial Revolution.</li> <li>• Describe the causes and effects of wars with Europe, including the French and Indian War.</li> <li>• Explain the political and economic causes and effects of the American Revolution.</li> <li>• Describe the ideas of John Locke, Thomas Paine, and Thomas Jefferson, and their influence on the American Revolution and the formation of the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe the events, course, and results of the American Revolution, including the contributions of African Americans and Native Americans.</li> <li>• Explain the issues of the Confederation period, including war debts, land finance, western land, trade, and taxation.</li> <li>• Describe the Constitution's underlying principles, including checks and balances, federalism, limited government, popular sovereignty, and separation of powers.</li> <li>• Describe the issues involved in the ratification of the Constitution, including the Bill of Rights, the main ideas of <i>The Federalist Papers</i>, and the ideas of the Anti-Federalists.</li> <li>• Describe the influence of the American Revolution on Europe and the Americas.</li> <li>• Discuss the political events, people, and ideas that influenced European politics, including Napoleon, Metternich, Marx, and the Congress of Vienna.</li> <li>• Describe achievements in European fine arts and literature.</li> <li>• Describe the rise of national economies and the emergence of capitalism and the free market economy.</li> <li>• Explain the issues, events, and the roles of key people related to the development of United States political institutions, including Washington's administration, the Marshall Court, extension of suffrage, judicial review, and the creation of the two political parties.</li> <li>• Explain issues, events, and the roles of key individuals associated with the development of a national economic identity and foreign policy, including the development of the factory system and the impacts of significant inventions such as: the cotton gin and interchangeable parts, territorial, trade, and shipping issues with Great Britain, the War of 1812, the creation of a national transportation system, the Monroe Doctrine, and the growth and impact of immigration.</li> <li>• Describe the social reform and religious movements of antebellum United States, which attempted to enhance life, including education reform, prison and mental health reform, religious revival, the Utopian movement, and women's rights.</li> <li>• Describe the contributions in language, literature, art, and music that led to the development of an emerging culture in the United States, including Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, and the Hudson River School of Art.</li> <li>• Explain the issue of Manifest Destiny and the events related to the expansion of the United States, including the Louisiana Purchase, the removal of the Eastern tribes, the Oregon and California trails, the Mexican War and Mexican War acquisitions, the California Gold Rush, and the Homestead Act.</li> <li>• Explain abolitionism and describe the importance of abolitionists and slave revolts, including Nat Turner, John Brown, Frederick Douglass, William Lloyd Garrison, and Harriet Beecher Stowe.</li> <li>• Describe the causes, key people, events, and outcome of the United States Civil War, including states' rights and slavery, the election of 1860, Frederick Douglass, African American troops, President Lincoln, the Emancipation Proclamation, Antietam, Vicksburg and Gettysburg, the Gettysburg Address, and Generals Lee and Grant.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the causes and results of the Industrial Revolution with a lack of clarity and limited details.</li> <li>• Identify major European wars and their final outcomes but are unable to provide causes and results.</li> <li>• Explain the political and economic causes of the American Revolution but are unable to describe the effects.</li> <li>• Identify the ideas of John Locke, Thomas Paine, and Thomas Jefferson.</li> <li>• Describe some major events of the American Revolution but show little understanding of contributions made.</li> <li>• Identify some of the political and economic issues that existed under the Articles of Confederation with limited information.</li> <li>• Identify checks and balances, federalism, limited government, popular sovereignty, and separation of powers as elements in the Constitution.</li> <li>• Identify the Bill of Rights, <i>The Federalist Papers</i>, and the Anti-Federalists and that they affected the ratification of the Constitution but cannot tell why.</li> <li>• Provide, in general terms, one example of the influence of the American Revolution on European and other American countries.</li> <li>• Identify Napoleon, Metternich, Marx, and the Congress of Vienna.</li> <li>• Identify some European artists and writers and their achievements.</li> <li>• Identify national economies, capitalism, and free market economy.</li> <li>• Identify George Washington's administration, the Marshall Court, the extension of suffrage,</li> </ul>

	<p>judicial review, and the creation of the political party system, but are unable to explain how they relate to the development of American political institutions.</p> <ul style="list-style-type: none"> <li>• Explain, with significant omissions, how the factory system developed, the territory, trade, and shipping issues with Great Britain, the War of 1812, the formation of national transportation systems, the Monroe Doctrine, and the growth of immigration. Unable to identify how these events affected the development of United States foreign policy and national economic identity.</li> <li>• Identify education, prison, and mental health reforms, religious revival, and Utopian and women's rights movements, but are unable to describe how they affected the development of United States social institutions before the Civil War.</li> <li>• Identify the work of Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, and the Hudson River School of Art.</li> <li>• Explain some of the events related to the expansion of the United States but cannot explain the concept of Manifest Destiny.</li> <li>• Explain that slavery was a problem addressed by the abolition movement, but are unable to provide specifics.</li> <li>• Identify major people and the final outcome of the United States Civil War, but cannot describe causation or effects.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Define the Industrial Revolution without explaining the causes and results.</li> <li>• Identify the French and Indian War, but unable to identify the results.</li> <li>• Provide limited information regarding the American Revolution.</li> <li>• Identify Thomas Jefferson and/or Thomas Paine with the American Revolution but unable to explain their roles.</li> <li>• Identify the two sides involved in the American Revolution.</li> <li>• Unable to identify the political and economic issues occurring during the Confederation period.</li> <li>• List some of the underlying principles of the Constitution, with limited understanding.</li> <li>• Identify the Bill of Rights as the first 10 Amendments to the Constitution.</li> <li>• Unable to provide specific examples of the influence of the American Revolution on other countries.</li> <li>• Identify Napoleon and Karl Marx.</li> <li>• Unable to accurately identify any European artists or writers.</li> <li>• Define capitalism with no relationship to national economics or free market economy.</li> <li>• Unable to describe Washington's administration, the Marshall Court, extension of suffrage, judicial review, and/or the creation of the two political party system with any detail or clarity.</li> <li>• Identify that the factory system, the War of 1812, the national transportation systems, the Monroe Doctrine, and the growth of immigration took place in the United States but are unable to describe them or their impact.</li> <li>• Unable to explain the reform movements that developed before the United States Civil War.</li> <li>• Confuse Stephen Foster, Nathaniel Hawthorne, Henry David Thoreau, or the Hudson River School of Art.</li> <li>• Unable to explain the concept of Manifest Destiny or the events that took place in the expansion of the United States.</li> <li>• Define abolitionism.</li> <li>• Identify the final outcome of the United States Civil War.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 2**

<b>Content Standard 7.0</b>	<b>1860-1920: Students understand the importance and impact of political, economic, and social ideas.</b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Tell why Labor Day is celebrated.</li> <li>• Tell why Memorial Day and Veterans Day are celebrated and know the distinction between them.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Tell why Labor Day is celebrated.</li> <li>• Tell why Memorial Day and Veterans Day are celebrated.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Know why Labor Day is a holiday, but are confused about why it is celebrated.</li> <li>• Know that Memorial Day and Veterans Day are holidays, but are confused about why they are celebrated.</li> </ul>
<b>BELOW</b>	<ul style="list-style-type: none"> <li>• Unable to identify Labor Day as a holiday.</li> </ul>

<b>STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to identify Memorial Day and/or Veterans Day as a holiday.</li> </ul>
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**Social Studies Performance Level Descriptors**  
**History**  
**Grade 3**

<b>Content Standard 7.0</b>	<b>1860-1920:</b> <i>Students understand the importance and impact of political, economic, and social ideas.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Tell why the Statue of Liberty is a patriotic symbol.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the Statue of Liberty as a patriotic symbol.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Know that the Statue of Liberty is a patriotic symbol, but are confused about its significance.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to identify the Statue of Liberty.</li> </ul>



**Social Studies Performance Level Descriptors**

**History**

**Grade 5**

<b>Content Standard 7.0</b> <i>1860-1920: Students understand the importance and impact of political, economic, and social ideas.</i>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Provide details about inventors' and discoverers' lives, including Thomas Edison, the Wright brothers, Alexander Graham Bell, and George Washington Carver, and why their contributions are important.</li> <li>• Explain why specific immigrant groups settled in Nevada.</li> <li>• Cite specific reasons why Labor Day originated and how it became a national holiday.</li> <li>• Cite reasons for celebrating both Memorial Day and Veterans Day and provide details about their origin.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the contributions of inventors and discoverers, including Thomas Edison, the Wright brothers, Alexander Graham Bell, and George Washington Carver.</li> <li>• Describe the contributions of immigrant groups to Nevada.</li> <li>• Describe the significance of Labor Day.</li> <li>• Describe the distinctions between Memorial Day and Veterans Day.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Confuse inventors and discoverers with their contributions.</li> <li>• Define immigration, with limited knowledge of the contributions made by Nevada immigrants.</li> <li>• Identify Labor Day as a national holiday, but are unable to explain its significance.</li> <li>• Identify Memorial Day and/or Veterans Day as national holidays but confuse the two.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to provide examples of discoverers and their contributions.</li> <li>• Unable to define immigration.</li> <li>• Identify Labor Day as a national holiday.</li> <li>• Identify Memorial Day and/or Veterans Day as national holidays.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 8**

<b>Content Standard 7.0</b> <b>1860-1920:- Students understand the importance and impact of political, economic, and social ideas.</b>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the motivations for the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution.</li> <li>Summarize and describe the impact of the Black Codes and Jim Crow laws.</li> <li>Describe, with specific details, the conflicts and interactions between settlers and Native Americans during westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.</li> <li>Describe the significance to Native Americans of the contributions taken by Sarah Winnemucca Hopkins.</li> <li>Chronologically trace the development and impact of pony express, the telegraph, communication, farming and water issues, mining, ranching, and transportation on the western frontier.</li> <li>Provide detailed descriptions of new technologies, including the steel industry, mass production, the mechanized assembly line, and communication tools, that contributed to the industrialization of the United States and their impact on the United States.</li> <li>Describe the impact of industrialists on the industrialization of the United States, including Andrew Carnegie, Henry Ford, and John D. Rockefeller,.</li> <li>Describe the significance of immigrant and native groups to the development of Nevada and the United States</li> <li>Describe the events in Nevada and the United States that led to the formation of labor unions, the goals they set, and chronologically trace their accomplishments.</li> <li>Explain the relationship between the women's suffrage movement and the 19<sup>th</sup> Amendment.</li> <li>Describe the significance to the United States of the Panama Canal, the Spanish-American War, and the expansion into Alaska and Hawaii.</li> <li>Explain the causes, outcome, and consequences of World War I, including Sarajevo, Alliances and nationalism, weapons and tactics, and the Treaty of Versailles.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution.</li> <li>Identify Black Codes and Jim Crow laws.</li> <li>Discuss the interactions between settlers and Native Americans during the Westward expansion, including Ghost Dance/Wounded Knee and Little Big Horn.</li> <li>Describe the contributions of Sarah Winnemucca Hopkins to Native Americans in Nevada and the United States.</li> <li>Describe the western frontier, including communication, the pony express, the telegraph, farming and water issues, mining, ranching, and transportation.</li> <li>Describe effects of industrialization and new technologies on the transformation of the United States, including the steel industry, mass production, the mechanized assembly line, and communication tools.</li> <li>Identify American industrialists and their contributions, including Andrew Carnegie, Henry Ford, and John D. Rockefeller.</li> <li>Identify immigrant and native groups involved in mining, ranching, railroads, and commerce in Nevada and the United States.</li> <li>Describe the goals and accomplishments of labor unions in Nevada and the United States.</li> <li>Describe the women's suffrage movement and the 19<sup>th</sup> Amendment.</li> <li>Describe the United States' expansion, including: Alaska, Hawaii, the Panama Canal, and the Spanish-American War.</li> <li>Identify causes, outcome, and consequences of World War I, including Sarajevo, alliances and nationalism, weapons and tactics, and the Treaty of Versailles.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify, some but not all, of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution.</li> <li>Identify, with teacher prompting, some of the Black Codes and Jim Crow laws.</li> <li>Describe with limited understanding interactions between settlers and Native Americans.</li> <li>Describe, with limited knowledge, the actions of Sarah Winnemucca Hopkins.</li> <li>Identify the pony express, the telegraph, communication, farming and water issues, mining, ranching, and transportation, but unable to describe the relationship to the western frontier.</li> <li>Define industrialization and identify some of the new technologies, but are unable to identify the effects on the United States.</li> <li>Confuse United States industrialists and their contributions.</li> <li>Confuse the immigrant and native groups involved in mining, ranching, railroads, and</li> </ul>

	<p>commerce in Nevada and the United States.</p> <ul style="list-style-type: none"> <li>• Inaccurately identify goals or accomplishments of the labor unions in Nevada and the United States.</li> <li>• Identify the women's suffrage movement and the 19<sup>th</sup> Amendment.</li> <li>• Identify some of the United States' expansion activities, with limited or inaccurate information.</li> <li>• Identify, with limited detail and errors, the participants, causes, and consequences of World War I.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Confuse the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution.</li> <li>• Unable to identify Black Codes and/or Jim Crow laws.</li> <li>• Inaccurately identify the interactions between settlers and Native Americans.</li> <li>• Unable to identify Sarah Winnemucca Hopkins.</li> <li>• Identify the western frontier without detail or example.</li> <li>• Unable to identify the effects of industrialization and/or new technologies.</li> <li>• Identify an United States industrialist.</li> <li>• Unable to identify immigrant or native groups that contributed to mining, ranching, railroads, and commerce in Nevada or the United States.</li> <li>• Unable to identify the goals and accomplishments of the labor unions.</li> <li>• Provide no details of the women's suffrage movement and cannot state the purpose of the 19<sup>th</sup> Amendment.</li> <li>• Unable to cite examples of United States expansion.</li> <li>• Identify the final outcome of World War I but unable to identify causes, or consequences.</li> </ul>

# **Social Studies Performance Level Descriptors**

## **History Grade 12**

Content Standard 7.0	1860-1920: <i>Students understand the importance and impact of political, economic, and social ideas.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the impact of the successes and failures of the Reconstruction period.</li> <li>• Explain, in significant detail, the importance of the formation of the Tuskegee Institute by Booker T. Washington, the National Association for the Advancement of Colored People by W.E.B. DuBois, the National Association of Colored Women by Ida Wells, the prevalence of Black Codes and Jim Crow laws, and <i>Plessy v. Ferguson</i> concerning African American civil rights.</li> <li>• Evaluate the impact of federal policy toward Native Americans, including Plains Wars, Dawes Act/Indian Reorganization Act of 1934, Indian boarding schools, Indian Citizenship Act of 1924, and the reservation system.</li> <li>• Analyze the impact of farming, railroads, and mining in the settlement of the West.</li> <li>• Analyze the causes, issues, and effects of the Progressive Movement.</li> <li>• Describe how industrial technology, innovations, and urbanization impacted the social and economic development of the United States, citing specific and detailed examples.</li> <li>• Describe the relationship between the development of corporate capitalism and J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.</li> <li>• Describe, in detail, the reasons for waves of immigrants emigrating from other countries and give several specific examples of their subsequent impact on United States society.</li> <li>• Describe nativism and how it impacted United States attitudes and political policies toward immigrants.</li> <li>• Compare, contrast, and define the origins, issues, and people involved in the development of the labor movement.</li> <li>• Describe, with definitive examples, the major reforms, such as prohibition and trust busting, within the Progressive Movement.</li> <li>• Describe, with several specific examples, the development of the United States women's suffrage movement and the issues of the 19<sup>th</sup> Amendment.</li> <li>• Explain, using specific examples, the development of United States diplomacy and expansionist policy concerning Alaska, Hawaii, the Panama Canal, the Spanish American War, the Open Door policy, Teddy Roosevelt's foreign policy, and Dollar Diplomacy.</li> <li>• Explain, effectively, the United States' Mexican foreign policy during the early twentieth century and its resulting consequences, including the 1910 Revolution.</li> <li>• Explain the development and impact of European and Japanese expansion during the period 1860 to 1920.</li> <li>• Describe, with specific examples, the impact of imperialism, the arms race and alliances, Nationalism, weapons and tactics, the Fourteen Points, and the Treaty of Versailles on the causes, course, character, and effects of World War I and the world afterward.</li> <li>• Explain, with significant details, the causes and effects of the Russian Revolution, including the importance of the Romanovs, Lenin, the Bolsheviks, and the Russian Civil War.</li> <li>• Explain, and quantitatively interpret, the relationships among literature, the fine arts, music, and various leisure activities, giving significant examples of each.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Summarize the successes and failures of the Reconstruction period.</li> <li>• Describe the key people and significant issues concerning African American rights, including Booker T. Washington and the Tuskegee Institute, Black Codes and Jim Crow laws, <i>Plessy v. Ferguson</i>, W. E. B. DuBois and the NAACP and Ida B. Wells and the NACW.</li> <li>• Describe federal policy toward Native Americans, including Plains Wars, Dawes Act/Indian Reorganization Act of 1934, Indian Boarding Schools, the Indian Citizenship Act of 1924, and the reservation system.</li> <li>• Describe the role of farming, railroads, and mining in the settlement of the West.</li> <li>• Describe the causes, issues, and effects of the Populist movement.</li> <li>• Describe the effect of industrial technology innovations and urbanization on United States social and economic development.</li> <li>• Describe the development of corporate capitalism, including J.P. Morgan, mass production, and vertical and horizontal integration/consolidation.</li> <li>• Explain the motivations for groups coming to the United States and describe their contributions to United States society.</li> <li>• Describe nativism and explain the response to immigration into the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain the origins and issues involved in the labor movements.</li> <li>• Describe the development and impact of the Progressive Movement, including government reforms, prohibition, and “trust busting.”</li> <li>• Describe the development of the women’s suffrage movement and the passage of the 19<sup>th</sup> Amendment.</li> <li>• Discuss the causes, characteristics, and consequences of United States expansion and diplomacy, including Alaska, Hawaii, the Panama Canal, the Spanish American War, the Open Door Policy, Teddy Roosevelt’s foreign policy, and Dollar Diplomacy.</li> <li>• Explain the causes and effects of the Mexican Revolution of 1911.</li> <li>• Describe the causes, characteristics, and consequences of European and Japanese expansion.</li> <li>• Describe the causes, course, character, and effects of World War I, including imperialism, the arms race and alliances, nationalism, weapons and tactics, Fourteen Points, and the Treaty of Versailles.</li> <li>• Describe the causes and effects of the Russian Revolution including the Romanovs, Lenin, Bolsheviks, and the Russian Civil War.</li> <li>• Explain how fine arts, literature, and leisure activities were a reflection of the time.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Reconstruction period, with limited information and no examples.</li> <li>• Identify African American rights after the Civil War, but are unable to specifically describe the different participants and events.</li> <li>• Identify but are unable to describe federal policy toward Native Americans including Plains Wars, Dawes Act/Indian Reorganization Act of 1934, Indian boarding schools, Indian Citizenship Act of 1924, and the reservation system.</li> <li>• Describe farming, railroads, and mining settlements of the West but are unable to explain the role they played in the settlements of the West.</li> <li>• Identify the Populist movement but unable to describe it.</li> <li>• Identify a few industrial technology innovations, but have difficulty connecting them with United States social and economic development.</li> <li>• Identify J.P. Morgan and mass production, but inaccurately describes corporate capitalism.</li> <li>• Identify that various peoples came to the United States, but unable to tell the causes or results of immigration.</li> <li>• Define nativism, but unable to accurately describe its impact on United States attitudes and political policies.</li> <li>• Identify the organization of labor but unable to give specific reasons or results.</li> <li>• Define prohibition and the Progressive Movement, but cannot tell any other significant reforms.</li> <li>• Define the 19<sup>th</sup> Amendment, but are unable to describe United States women’s suffrage movement with any accuracy.</li> <li>• Identify the acquisitions of Alaska and Hawaii, the Open Door Policy, the Panama Canal, the Spanish American War, Teddy Roosevelt’s foreign policy, and Dollar Diplomacy as political events but unable to describe them as examples of United States expansion.</li> <li>• Describe the Mexican Revolution of 1910, in general terms.</li> <li>• Identify, with some errors, European and Japanese expansion from 1860 to 1920.</li> <li>• Identify World War I and some of the following: imperialism, the arms race and alliances, nationalism, weapons and tactics, the Fourteen Points, and the Treaty of Versailles.</li> <li>• Describe a few of the key individuals, such as Nicholas II and Lenin, and their part in the Russian Revolution, but are unable to describe the causes of it.</li> <li>• Describe the fine arts, music, literature, and leisure time activities of the time but cannot explain how they are indicative of United States society.</li> </ul>

<p><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Unable to define the Reconstruction period.</li> <li>• Inaccurately describe how racism existed after the Civil War.</li> <li>• Unable to identify federal policy toward Native Americans such as the Plains Wars, the Dawes Act/Indian Reorganization Act of 1934, Indian boarding schools, and the Indian Citizenship Act of 1924.</li> <li>• Identify that railroads moved west, but unable to relate to westward settlement.</li> <li>• Unable to describe the Populist movement or its place in United States politics or economic development.</li> <li>• Confuses industrial technology innovations.</li> <li>• Unable to identify mass production, J.P. Morgan, and/or corporate capitalism.</li> <li>• Identify that immigrants came to the United States</li> <li>• Define nativism.</li> <li>• Identify one major labor movement.</li> <li>• Define prohibition, but cannot relate prohibition to a major reform movement in the United States</li> <li>• Define the 19<sup>th</sup> Amendment.</li> <li>• Identify, as historically important, some of the following: Alaska, Hawaii, the Open Door Policy, the Panama Canal, the Spanish American War, Roosevelt's foreign policy, and Dollar Diplomacy.</li> <li>• Identify Pancho Villa but has no connection to Mexican Revolution.</li> <li>• Unable to identify European or Japanese expansion from 1860 to 1920.</li> <li>• Identify World War I as an event involving the United States, but unable to describe any causes, events, or people.</li> <li>• Unable to accurately describe the causes and effects of the Russian Revolution.</li> <li>• Unable to identify examples of United States literature, music, and leisure activities.</li> </ul>
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**Social Studies Performance Level Descriptors**

**History**

**Grade 5**

<b>Content Standard 8.0</b>	<b>The Twentieth Century, a Changing World: 1920 to 1945: <i>Students understand the importance and impact of political, economic, and social changes in the world from 1920 to 1945.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the major events of the Great Depression, such as the stock market crash, Dust Bowl, migration, and the Hoover Dam.</li> <li>Describe the United States' participation in World War II, such as Pearl Harbor, the homefront, D-Day, and the atomic bomb.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the major events of the Great Depression, such as the stock market crash, Dust Bowl, migration, and the Hoover Dam.</li> <li>Identify the United States' participation in World War II, such as Pearl Harbor, the homefront, D-Day, and the atomic bomb.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the stock market crash, Dust Bowl, migration, and the Hoover Dam as events in history, but unable to explain their relationship to the Great Depression.</li> <li>Identify Pearl Harbor, the homefront, D-Day, and the atomic bomb as events in history, but unable to explain their relationship to World War II.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the Great Depression but unable to identify events such as the stock market crash, Dust Bowl, migration, and the Hoover Dam.</li> <li>Identify World War II but unable to identify events such as Pearl Harbor, the homefront, D-Day, and the atomic bomb.</li> </ul>

# **Social Studies Performance Level Descriptors**

## **History**

### **Grade 8**

<b>Content Standard 8.0</b>	<b>The Twentieth Century, a Changing World: 1920 to 1945: <i>Students understand the importance and impact of political, economic, and social changes in the world from 1920 to 1945.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define totalitarianism and give examples.</li> <li>• Describe the technological and scientific advancements of the airplane, radio, automobile, and household appliances and detail the specific changes that have resulted.</li> <li>• Cite specific examples of how literature, music, and visual arts were a reflection of this period of time.</li> <li>• Provide detailed descriptions of the causes and effects of the Great Depression and the New Deal in the United States and Nevada, including the stock market crash, the Hoover Dam, family life, and government programs.</li> <li>• Describe the causes of World War I, chronologically trace the course of events, and name the key people of World War II.</li> <li>• Describe the origins of the Holocaust, key elements, and its outcome.</li> <li>• Describe, with significant examples, how United States civilians responded to the war effort.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Define totalitarianism.</li> <li>• Identify scientific and technological advancements and their impacts, including the airplane, radio, automobile, and household appliances.</li> <li>• Explain how literature, music, and visual arts were a reflection of the time.</li> <li>• Describe the causes and effects of the Great Depression and the New Deal in the United States and Nevada, including the stock market crash, the Hoover Dam, family life, and government programs.</li> <li>• Describe how the Great Depression and the New Deal affected life in the United States and Nevada, including the Hoover Dam.</li> <li>• Identify causes, effects, and outcomes of World War II, including the legacy of World War I, Pearl Harbor, Allies, Axis powers and their leaders, the atomic bomb, and the United Nations.</li> <li>• Identify key elements of the Holocaust, including “Aryan Supremacy,” Kristallnacht, “the Final Solution,” and concentration and death camps.</li> <li>• Identify the effects of World War II on the home front in the United States and in Nevada, including the end of the Great Depression, internment camps, rationing, propaganda, and “Rosie the Riveter.”</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define totalitarianism with teacher prompting.</li> <li>• List scientific and technological advancements of the time but unable to explain their impact.</li> <li>• Identify examples of literature, music, or visual arts of this period of time, but are unable to explain their reflection of the time.</li> <li>• Identify the Great Depression, the New Deal, and the Hoover Dam, but unable to provide examples of how the stock market crash, government programs, or family life were affected in the United States.</li> <li>• Identify the major participants of World War II and its final outcome but are unable to describe the causes, course and/or consequences.</li> <li>• Identify the final outcome of the Holocaust.</li> <li>• Identify the obvious effects of World War II on the home front.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to define totalitarianism.</li> <li>• Unable to describe scientific and technological advancements with any detail.</li> <li>• Confuse examples of literature, music, and visual arts and are unable to explain how they are a reflection of the time.</li> <li>• Unable to provide any descriptions of the Great Depression or the New Deal.</li> <li>• Identify the final outcome of World War II.</li> <li>• Unable to identify the Holocaust.</li> <li>• Unable to identify the effects of World War II on the home front.</li> </ul>



**Social Studies Performance Level Descriptors**  
**History**  
**Grade 12**

<b>Content Standard 8.0</b>	<b>The Twentieth Century, a Changing World: 1920 to 1945: <i>Students understand the importance and impact of political, economic, and social changes in the world from 1920 to 1945.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe, using several examples, the rise and interrelationships of totalitarian societies in Europe, Asia, and Latin America.</li> <li>• Summarize and assess, with significant examples, the impact of the new technologies of the period, in communication, transportation, and manufacturing, on United States society.</li> <li>• Describe, using specific multiple examples, the social tensions in the postwar era including radical politics, immigration restrictions, religious fundamentalism, and racism.</li> <li>• Describe, with specific examples, the interrelationships of education, the media, leisure activities, and the fine arts, that reflected and impacted the cultural development of American society.</li> <li>• Research and accurately compare and contrast the issues and events leading to the Great Depression and both the short-term and lasting impacts of the New Deal policies and programs on United States social, political, diplomatic, and economic institutions.</li> <li>• Explain both the short- and long-term causes, the course, and the effects of World War II including: campaigns and strategies, the atomic bomb; significant military, political, and scientific leaders; the Big Four; the United Nations; the United States' changing world status; and war crimes trials.</li> <li>• Research and explain, with significant detail, the Nazi policies leading to the Holocaust, paying particular attention to "Aryan Supremacy," Nuremburg Laws, Kristallnacht, concentration and death camps, the "Final Solution," and the resulting creation of Israel.</li> <li>• Describe, using multiple examples, the short-term and lasting impact of World War II on the homefront in the United States, including internment camps, technologies, economic developments, women/minority contributions, and the GI Bill.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe the rise of totalitarian societies in Europe, Asia, and Latin America.</li> <li>• Discuss the effects on society of the new technologies of this era, including communication, transportation, and manufacturing.</li> <li>• Describe social tensions in the postwar era including radical politics, immigration restrictions, religious fundamentalism, and racism.</li> <li>• Describe how cultural developments in education, media, leisure activities, and the arts reflected and changed United States society.</li> <li>• Describe causes of the Great Depression and the policies and programs of the New Deal and their effect on social, political, diplomatic, and economic institutions.</li> <li>• Describe the causes, course, character, and effects of WWII, including: the legacy of World War I, campaigns and strategies, the atomic bomb, significant military, political, and scientific leaders, the Big Four, the United Nations, the United States' changing world status, and the war crimes trials.</li> <li>• Describe the causes, course, and effects of the Holocaust, including "Aryan Supremacy," Nuremburg Laws, Kristallnacht, the Final Solution, concentration and death camps, and the subsequent creation of Israel.</li> <li>• Explain the effects of World War II on the United States, including internment camps, technologies, economic developments, women and minority contributions, and the GI Bill.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Define totalitarian society and give two examples for this time period.</li> <li>• Identify, with assistance, an example of new technologies of the period, but with limited success in explaining how this technological advance impacts United States society.</li> <li>• Define radical politics, immigration restrictions, religious fundamentalism, and racism, but with difficulty giving specific examples from this era.</li> <li>• Identify education, media, leisure activities, and arts as parts of United States society, but with difficulty giving examples.</li> <li>• Explain a few of the issues and events that caused the Great Depression and the New Deal programs and policies but have difficulty giving more than one or two examples.</li> <li>• Describe some of the following and show their importance to World War II: legacy of WWI; campaigns and strategies; the atomic bomb; significant military, political, and scientific leaders; the Big Four; the United Nations, the United States' changing world status; and war crimes trials.</li> <li>• Define the Holocaust and, with assistance, describe parts of the "Final Solution."</li> <li>• Identify, in general, terms the impact of World War II.</li> </ul>

<p><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Identify one or two examples of aggressive countries during this time period.</li> <li>• Explain the technological advances made during the period but cannot tell how they impacted United States society.</li> <li>• Identify one or two social problems of this era.</li> <li>• Unable to define American society without significant errors or omissions.</li> <li>• Describe, with assistance, the stock market crash as the sole cause of the Great Depression and identify the New Deal as an important program.</li> <li>• Identify World War II as a major war and identify the outcome.</li> <li>• Define the Holocaust as the event where Jewish people died in concentration and death camps.</li> <li>• Identify some of the effects of World War II, such as internment camps, technologies, economic developments, women and minority contributions, and the GI Bill, but unable to identify the effects on life in the United States.</li> </ul>
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**Social Studies Performance Level Descriptors**  
**History**  
**Grade 2**

<b>Content Standard 9.0</b>	<b>The Twentieth Century, a Changing World: 1945 to 1990: <i>Students understand the shift of international relationships and power as well as the significant developments in American culture.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Cite significance of Martin Luther King, Jr.'s role with civil rights.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Tell why Martin Luther King Day is celebrated.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Recognize the name of Martin Luther King, Jr., and aware of a holiday in his name.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unaware of a holiday to recognize Martin Luther King, Jr.'s birthday.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 5**

<b>Content Standard 9.0</b>	<b>The Twentieth Century, a Changing World: 1945-1990 : <i>Students understand the shift of international relationships and power as well as the significant developments in American culture.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Cite significant examples that demonstrate how science and technology, including television and computers, have changed personal lives in the United States since World War II.</li> <li>• Describe the major points of Martin Luther King, Jr.'s "I Have a Dream" speech and provide examples of how it is relevant to the civil rights movements.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify major advancements in science and technology, including television and computers.</li> <li>• Identify the major points in Martin Luther King, Jr.'s "I Have a Dream" speech.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Cite examples of modern technology, such as television and computers, but not how it has affected daily lives.</li> <li>• Explain that Martin Luther King, Jr. wrote the "I Have a Dream" speech, but unable to cite major points or reasons why it is a significant speech.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to identify that technology such as televisions and computers weren't always in the home.</li> <li>• Identify Martin Luther King, Jr.'s birthday as a holiday.</li> </ul>

# **Social Studies Performance Level Descriptors**

## **History**

### **Grade 8**

Content Standard 9.0	<b>The Twentieth Century, a Changing World: 1945 to 1990:</b> <i>Students understand the shift of international relationships and power as well as the significant developments in American culture.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe and connect the influences of the Cold War, including the Marshall Plan, Berlin Blockade, and NATO.</li> <li>• Summarize and describe the significance of elements created by the Cold War, including the arms race and nuclear testing, McCarthyism, the space race, and Cuban Missile Crisis.</li> <li>• Describe significant events of United Nations involvement in the Korean War, including the causes of the involvement and the outcome.</li> <li>• Discuss how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.</li> <li>• Describe the impact of the changes in United States demographics.</li> <li>• Describe the significance of the military and atomic testing and their long-term effects on Nevada.</li> <li>• Chronologically describe the major issues, events, and people of the modern Civil Rights movement in the United States and in Nevada, such as Rosa Parks, Martin Luther King Jr., <i>Brown v. Board of Education</i>, voting rights, integration, Grant Sawyer and César Chávez.</li> <li>• Summarize and describe causes and effects of the Vietnam War, using detailed and significant examples of the war and reactions in the United States, such as the Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft/lottery, and POW/MIA.</li> <li>• Organize ideas, restate facts, and share information in detail on the breakup of the USSR, including the fall of the Berlin Wall and the end of the Cold War.</li> <li>• Identify additional significant events that influenced the United States political culture.</li> <li>• Show relationship between key people and events that contributed to the end of the Cold War, including the recognition of China, détente, disarmament, and the Strategic Defense Initiative.</li> <li>• Analyze the effects of tourism and gaming on Nevada.</li> <li>• Analyze the impact the arts, music, literature, and media have on United States society.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>• Identify the Cold War, including the Marshall Plan, Berlin Blockade, and NATO.</li> <li>• Identify the effects of the Cold War on the United States, including the arms race and nuclear testing, McCarthyism, space race, and the Cuban Missile Crisis.</li> <li>• Explain why the United Nations was involved in the Korean War and the outcome of its involvement.</li> <li>• Explain how science and technology changed life in the United States after World War II, including television, electronics and computers, and medical advances.</li> <li>• Summarize the changes in the United States demographics.</li> <li>• Describe the impact of the United States military and atomic testing in Nevada.</li> <li>• Identify the major issues, events, and people of the modern Civil Rights movement in the United States and Nevada, including Rosa Parks, Martin Luther King Jr., <i>Brown v. Board of Education</i>, voting rights, integration, Grant Sawyer and César Chávez.</li> <li>• Identify the causes and effects of the Vietnam war, including the Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft/lottery, and POW/MIA.</li> <li>• Identify the significance to US political culture of the following: Watergate, Iranian hostage crisis, or the Iran-contra affair.</li> <li>• Identify key people and events that contributed to the end of the Cold War, including recognition of China, détente, and Strategic Defense Initiative.</li> <li>• Describe the significance of the breakup of the USSR, including the fall of the Berlin Wall.</li> <li>• Describe the effects of tourism and gaming in Nevada.</li> <li>• Identify examples of the arts, music, literature, and the media and their impact on United States society.</li> </ul>

<p><b>APPROACHES STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Unable to accurately define the factors of the Cold War, such as the Marshall Plan, Berlin Blockade, and NATO.</li> <li>• Describe, with limited information, the effects of the Cold War on the United States, including the arms race and nuclear testing, McCarthyism, the space race, and the Cuban Missile Crisis.</li> <li>• Describe with incomplete information how the United Nations came to be involved in the Korean War.</li> <li>• Identify some scientific and technological changes in the United States after World War II, including television, electronics and computers, and medical advances.</li> <li>• Describe, with limited information, demographics and how they have changed in the United States.</li> <li>• Describe military and atomic testing but unable to link impacts to Nevada.</li> <li>• Identify some of the major issues, events, and people of the modern Civil Rights movement in the United States and in Nevada, such as Rosa Parks, Martin Luther King Jr., <i>Brown v. Board of Education</i>, voting rights, integration, Grant Sawyer and César Chávez.</li> <li>• Describe, with limited information, the causes and effects of the Vietnam War, and may confuse significant events, such as the Tet Offensive, Gulf of Tonkin Resolution, anti-war movement, draft/lottery, and POW/MIA.</li> <li>• Describe the Berlin Wall without relating it to the breakup of the U.S.S.R.</li> <li>• Identify but does not understand the significance of Watergate, the Iranian hostage crisis or the Iran-contra affair to United States political culture.</li> <li>• Identify some key people and events of the cold war.</li> <li>• Identify effects of tourism and gaming in Nevada.</li> <li>• Identify some examples of how the arts, music, literature, and the media impacted United States society.</li> </ul>
<p><b>BELOW STANDARD</b></p>	<ul style="list-style-type: none"> <li>• Inaccurately define the Cold War.</li> <li>• Identify the Cold War as tensions between the United States and the USSR, but are unable to describe the effects of the Cold War on the United States.</li> <li>• Unable to describe the United Nations' involvement in the Korean War.</li> <li>• Confuse scientific and technology changes after World War II.</li> <li>• Unable to interpret demographics.</li> <li>• Inadequately describe military and atomic testing.</li> <li>• Identify that there was a modern Civil Rights movement in the United States and in Nevada.</li> <li>• Unable to discuss the Berlin Wall or the breakup of the U.S.S.R.</li> <li>• Identify the Vietnam War but unable to provide examples of major events.</li> <li>• Cannot identify Watergate, the Iranian hostage crisis, or the Iranian-contra affair.</li> <li>• Unable to identify the Cold War.</li> <li>• Confuses the effects of tourism and gaming on Nevada.</li> <li>• Unable to identify how the arts, music, literature, and the media have impacted the United States.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 12**

Content Standard 9.0	<b>The Twentieth Century, a Changing World: 1945 to 1990:</b> <i>Students understand the shift of international relationships and power as well as the significant developments in American culture.</i>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze with supporting detail the causes and effects of the Cold War including Europe (Marshall Plan, Berlin, and NATO), the Middle East (Egypt, Israel, Afghanistan), Asia (Japan, China, Korea, Vietnam), and the Americas (Cuba and the United States).</li> <li>Provide detailed, significant examples of the effect of the Cold War on the United States, including the arms race and nuclear testing, McCarthyism, the space race, and the Cuban Missile Crisis.</li> <li>Analyze with supporting detail the cause, course, character, and outcome of the Korean War, including the United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and the 38<sup>th</sup> Parallel.</li> <li>Analyze with supporting detail how and why African and Asian peoples achieved independence from colonial rule.</li> <li>Analyze with supporting examples how postwar science and technology augmented the United States' economic strength, transformed daily life, and influenced the world economy and politics.</li> <li>Analyze the causes and effects of changing demographics in the United States and the development of suburbanization.</li> <li>Analyze with supporting evidence the major issues, events, and people of the Civil Rights and minority rights movements, including the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, the Americans with Disabilities Act, and the Civil Rights Act of 1964.</li> <li>Analyze the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Ngo Dinh Diem, Gulf of Tonkin Resolution, the draft and lottery, the Tet Offensive, the anti-war movement, the Paris Peace Accord, and POWs and MIAs.</li> <li>Analyze with significant detail the changes in United States political culture including the role of the media, the role of women and minorities, Watergate, the Iranian hostage crisis, the Iran-contra affair, Grenada, and Panama.</li> <li>Analyze with significant detail how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, "Star Wars," solidarity, and <i>glasnost</i>.</li> <li>Analyze with supporting examples the geopolitical changes in the world due to the disintegration of the USSR.</li> <li>Analyze with supporting examples the impact of the arts, music, literature, and the media on United States society.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe the causes and effects of the Cold War on foreign policy and economic issues including Europe (Marshall Plan, Berlin, and NATO), the Middle East (Egypt, Israel, Afghanistan), Asia (Japan, China, Korea, Vietnam), and the Americas (Cuba and the United States).</li> <li>Describe the effects of the Cold War on the United States, including the arms race and nuclear testing, McCarthyism, the space race, and the Cuban Missile Crisis.</li> <li>Describe the cause, course, character, and the outcome of the Korean War, including the United Nations Security Council, the Pusan Perimeter, General MacArthur, Inchon, the Yalu River, and the 38<sup>th</sup> Parallel.</li> <li>Explain how and why African and Asian people achieved independence from colonial rule.</li> <li>Describe how postwar science and technology augmented the United States' economic strength, transformed daily life, and influenced the world economy and politics.</li> <li>Describe the causes and effects of changing demographics in the United States and the development of suburbanization.</li> <li>Describe the major issues, events, and people of the Civil Rights and minority rights movements, including the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women's Rights Movement, the Americans with Disabilities Act and the Civil Rights Act of 1964.</li> <li>Describe the causes, course, character, and effects of the Vietnam War, including Ho Chi Minh, Ngo Dinh Diem, Gulf of Tonkin Resolution, the draft and lottery, the Tet Offensive, the anti-war movement, the Paris Peace Accord, and POWs and MIAs.</li> <li>Describe the changes in United States political culture, including the role of the media, the role of women and minorities, Watergate, the Iranian hostage crisis, the Iran-contra affair, Grenada, and Panama.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe how international policies contributed to the end of the Cold War, including recognition of China, détente, disarmament treaties, “Star Wars,” solidarity, and <i>glasnost</i>.</li> <li>• Describe the geopolitical changes in the world due to the disintegration of the USSR.</li> <li>• Summarize the impact of art, music, theatre, film, literature, and the news media on United States society.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>• Describe, with limited details, the causes and effects of the Cold War on Europe, the Middle East, Asia, and the Americas.</li> <li>• Identify some effects of the Cold War on the United States but cannot describe them.</li> <li>• Describe, with limited information, the cause, course, character, and the outcome of the Korean War, including the United Nations Security Council, Pusan Perimeter, General MacArthur, Inchon, Yalu River, and the 38<sup>th</sup> Parallel.</li> <li>• Explain, with limited recall, how and why African and Asian peoples achieved independence from colonial rule.</li> <li>• Identify examples of postwar developments in science and technology but cannot explain their influence.</li> <li>• Identify some examples of changing United States demographics but unable to link to suburbanization.</li> <li>• Describe, with limited recall, the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women’s Rights Movement, and the Americans with Disabilities Act, and the Civil Rights Act of 1964.</li> <li>• Describe, with limited information, the causes, course, character, and the outcome of the Vietnam War.</li> <li>• Identify some examples of changes in the United States political culture, such as the role of the media, the role of women and minorities, Watergate, the Iranian hostage crisis, the Iran-contra affair, Grenada, and Panama, but cannot describe them.</li> <li>• Identify international policies such as recognition of China, détente, disarmament treaties, “Star Wars,” solidarity, and <i>glasnost</i>, but are not able to explain how they contributed to the end of the Cold War.</li> <li>• Identify geopolitical changes in the world but cannot attribute them to the disintegration of communism.</li> <li>• Identify some examples of the arts, music, literature, and the media, but cannot explain their impact on United States society.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>• Unable to provide a coherent description of the causes and effects of the Cold War on foreign policy and economics issues related to Europe, the Middle East, Asia, and the Americas.</li> <li>• State that the Cold War affected the United States but cannot explain how.</li> <li>• Unable to provide a coherent description of the cause, course, and character of the Korean War.</li> <li>• Note that African and Asian peoples achieved their independence from colonial rule but cannot provide examples.</li> <li>• State that postwar science and technology influence daily life but unable to explain how.</li> <li>• Unable to identify changing demographics or suburbanization.</li> <li>• Unable to provide a coherent description of the Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, Women’s Rights Movement, and the Americans with Disabilities Act, and the Civil Rights Act of 1964.</li> <li>• Unable to provide a coherent description of the causes, course, and character of the Vietnam War.</li> <li>• State that changes in the United States political climate have taken place, such as the role of the media, the role of women and minorities, Watergate, the Iranian hostage crisis, the Iran-contra affair, Grenada, and Panama, but cannot give examples.</li> <li>• Note that international policies such as to the end of the Cold War, but cannot explain how.</li> <li>• Ascertain that geopolitical changes have taken place in the world due to the disintegration of communism, but cannot give examples.</li> <li>• Identify that arts, music, theatre, literature, and the media impact United States society.</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 5**

<b>Content Standard 10.0</b>	<b>New Challenges, 1990-Present: <i>Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify significant examples of worldwide major news events and relate their impact on society to themselves and to their community.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify major news events on the local, state, national, and world levels.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Cite examples of news events but are unable to categorize events into local, state, national, or world levels.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Unable to distinguish between major news events and “sensationalized” news (e.g., stories found in <i>The Star</i>).</li> </ul>

**Social Studies Performance Level Descriptors**  
**History**  
**Grade 8**

<b>Content Standard 10.0</b>	<b>New Challenges, 1990-Present: <i>Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.</i></b>
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze the impact of scientific and technological developments including personal computers, the Internet, satellites, and medical advances.</li> <li>Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation, and describe their effect on local, state, national, and international levels.</li> <li>Describe the causes and effects of the Persian Gulf War.</li> <li>Describe the role of the media in changing the political climate in the United States.</li> <li>Analyze how literature, music, and the visual arts are a reflection of the time.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Describe scientific and technological developments, including personal computers, the Internet, satellites, and medical advances.</li> <li>Describe major world, national, and local issues, including ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation.</li> <li>Identify the causes and effects of the Persian Gulf War.</li> <li>Identify the role of the media in the changing political climate.</li> <li>Identify how literature, music, and the visual arts are a reflection of the time.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify some scientific and technological developments but are unable to provide information on why those developments are significant.</li> <li>Describe major world, national, and local issues, such as ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation, but lack accuracy and organization.</li> <li>Identify the Persian Gulf War.</li> <li>Identify the media but unable to relate its role in politics.</li> <li>Provide examples of literature, music, and the visual arts but unable to describe how they reflect the time period.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify the personal computer, Internet, and satellites, but unable to identify them as scientific and technological developments.</li> <li>Describe major world, national, and local issues, such as ethnic and religious conflicts, environmental issues, gaming, health issues, and water and resource allocation, with descriptions that are incomplete and erroneous.</li> <li>Unable to identify the Persian Gulf War.</li> <li>Unable to identify any impact of media.</li> <li>Unable to provide relevant examples of literature, music, and the visual arts.</li> </ul>



**Social Studies Performance Level Descriptors**  
**History**  
**Grade 12**

<b>Content Standard 10.0</b> <i><b>New Challenges, 1990-Present: Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.</b></i>	
<b>EXCEEDS STANDARD</b>	<ul style="list-style-type: none"> <li>Analyze the significance of scientific and technological achievements, including the computer, the Internet, the use of satellites, and biotechnology.</li> <li>Provide a detailed analysis of regional and global political and economic alliances.</li> <li>Describe how global issues affect nations differently, including human rights, the environment, world and United States regional conflicts; and medical concerns, with specific references and great detail.</li> <li>Analyze the causes and effects of the Persian Gulf War, including the Kuwait invasion, the world oil supply, and changing alliances.</li> <li>Analyze how the political climate in the United States is changing, including the role of the media and the Clinton impeachment.</li> <li>Provide a wide variety of examples to show how literature, music, and the visual arts are a reflection of the time.</li> </ul>
<b>MEETS STANDARD</b>	<ul style="list-style-type: none"> <li>Identify and explain the implications of scientific and technological achievements, including the personal computer, the Internet, the use of satellites, and biotechnology.</li> <li>Describe the regional and global effects of political and economic alliances.</li> <li>Describe how global issues affect nations differently, including human rights, such as treatment of prisoners, the environment, such as the destruction of the rain forest, world and United States regional conflicts, such as Kosovo, and medical concerns, such as AIDS.</li> <li>Explain the causes and effects of the Persian Gulf War, including the Kuwait invasion, the world oil supply, and changing alliances.</li> <li>Describe the changing political climate in the United States, including the role of the media and the Clinton impeachment.</li> <li>Explain how literature, music, and the visual arts are a reflection of the time.</li> </ul>
<b>APPROACHES STANDARD</b>	<ul style="list-style-type: none"> <li>Identify scientific and technological achievements but cannot explain the implications of the personal computer, the Internet, the use of satellites, and biotechnology.</li> <li>Identify examples of political and economic alliances at regional or global levels, but not the relationship.</li> <li>Identify global issues but cannot explain how they affect the United States and other nations differently.</li> <li>Display minimal knowledge of the Persian Gulf War with reference to the invasion of Kuwait, the world oil supply, and are unable to identify changing alliances.</li> <li>Describe the factors contributing to the change in political climate, including the role of the media and the Clinton impeachment, but cannot give examples.</li> <li>Describe, with limited recall, how literature, music, and the visual arts are a reflection of the time.</li> </ul>
<b>BELOW STANDARD</b>	<ul style="list-style-type: none"> <li>Identify that there have been scientific and technological achievements, but are unable to provide examples.</li> <li>Unable to give examples of political or economic alliances at regional or global levels.</li> <li>Unable to identify global issues.</li> <li>Identify that a war took place in the Persian Gulf, but cannot give facts related to causes and effects.</li> <li>Identify that the political climate in the United States is changing and continues to change, but cannot give supporting evidence.</li> <li>Identify literature, music, and the visual arts of the current society, but not as a reflection of it.</li> </ul>